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ABSTRACT

The guide for teachers presents ideas and procedures for using newspapers in classroom instruction in English as a Second Language (ESL) in elementary and secondary education. It proposes that the newspaper offers not only material for classroom use but also information for students about the local community and the larger world. An introductory section outlines general methods for newspaper use, including distribution of one newspaper to each student, article clipping and storage, and recording of student oral language progress. The subsequent series of newspaper-based class activities is organized by language and cultural skill area: language structure (grammar); speaking (discussion and general speaking; role-playing, debate, and reports; stress and intonation practice); listening comprehension; writing (rewriting, transforming, summarizing, composition); reading (critical reading and inference; general comprehension); culture (coping; American life); and vocabulary development. The activities suggested use articles, comics, games, puzzles. and advertising. Each activity is described briefly, and some illustrations are included. (MSE)

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ACTIVIDADES PERIODÍSTICAS RELACIONADAS CON LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

ZEITUNGSARTIKEL BEZÜGLICH DES UNTERRICHTS DES ENGLISCHEN ALS ZWEITE SPRACHE

ACTIVITÉS JOURNALISTIQUES CONCERNANT L'ENSEIGNEMENT DE L'ANGLAIS COMME DEUXIÈME LANGUE

学英語的報紙練習

ANGLIJSKIJ JAZYK KAK INOSTRANNYJ JAZYK

LE ATTIVITA GIORNALISTICHE DELL'INGLESE COME LINGUA STRANIERA

ENGLISH AS SECOND LANGUAGE NEWSPAPER ACTIVITIES

Teacher manual

Written by Jennifer Byer
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ENGLISH AS SECOND LANGUAGE
NEWSPAPER ACTIVITIES

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I INTRODUCTION

This publication, "English as Second Language Newspaper Activities" has been developed to further enhance E.S.L. learning programs now being implemented in elementary and secondary schools. The newspaper can be a vital source for E.S.L. students in developing a valuable understanding of a society's culture and language.

From instilling basic consumer skills to building an understanding of our government and political process, the newspaper is a vehicle the student can rely upon after the classroom to seek information about the local community and the larger world outside the community. Continued newspaper reading is an on-going education for all of us. But it is of special importance to students who may not have access to newspapers as we know them.

By applying basic skills activities with the newspaper, the E.S.L. educator has enhanced student retention of a skill or concept and has encouraged continued education through a broad-based tool which contains information, entertainment, interpretation and services vital for use now and as an adult.

The following newspaper-based activities have been categorized for the reader's ease of reference. The categorization is based on the skill or area of knowledge which predominantly engages only one skill; each grouping includes a cross-reference which refers the reader to other sections which contain activities requiring the use of the skill.

SUGGESTIONS ON INTEGRATION OF NEWSPAPERS IN CLASSROOM USE OF THIS MATERIAL

Providing each student with a copy of the newspaper for group or independent work is recommended for a number of reasons. These are:

1. Elimination of the need for clipping and making copies of material to be covered for numbers of students by the teacher.

2. The large quantity of material in any newspaper makes several days use of that newspaper a possibility.

3. The student can mark, annotate, clip, etc. as needs dictate.

4. Having his/her own newspaper offers each student the opportunity for independent leisure reading, reinforcing skills being taught or stimulating interest in other aspects of language competency.

Discussion of similarities and differences students might notice between newspapers used in the class and what students recall of newspapers from their country of origin would be beneficial in creating an understanding and awareness of the format and content of newspaper currently being used.

Have students clip and paste or tape in a journal each item used in studies, including any notes or written commentary accompanying them. As students progress, review of material covered will build pride in each step the student has mastered.

When addressing verbal clarity skills, tape record students reading a paragraph or short article. Tape each student's reading on his/her personalized cassette. A number of verbal sessions (including pronunciation corrections, should teacher desire) can be recorded. When finished, the student will be able to hear his or her verbal command of the language improve. If, at the same time, material to be read contains facts of benefit to the student, double learning occurs.

Ann West and Joan Henges
Editors

II STRUCTURE

A. Have students practice superlatives and comparatives by reading and comparing different newspapers. Using a large metropolitan newspaper and a smaller newspaper, have students read a particular section, such as letters to the editor or the front page news of each. Compare and contrast the newspapers orally or in writing.

B. Use short news or feature stories to review contrary-to-fact conditions with if and the modals would, could, and might. Select an item about a person in an unusual situation. Have students write a composition stating what they would do if they were in the described situation.

C. Select a number of interesting newspaper photographs and remove the captions. Divide the class into pairs of students. Give one student in each pair a photograph. Have the other student, without seeing the photograph, ask who, what, when, where, why and how questions about the photograph. Collect all photographs and place them face up on a table. Have the students who asked the questions identify their photograph from those on the table. The same thing can be done with the captions.

D. Select an article with a number of examples of a structure or structures that students need to review. Block out the structures in question, and project or make handouts of the article. Have students fill in the blocked out structures or read a complete version of the article aloud to the class. Students simply fill in the blank spaces with the missing structures as they hear them.

E. Choose an uncluttered photograph from the newspaper with one or two people and a couple of objects in it. Tell the class, without showing them the photograph, what objects and people are in it. Using prepositions, the students must ask the teacher about the location of the people and objects (e.g., "is the girl beside the tree?"). As the teacher provides answers to students' questions, the students draw on a piece of paper a rough sketch showing the placement of the various objects and people. Student comprehension of prepositions is revealed when students compare their sketches with the actual photograph.

F. The modals will and/or would can be reviewed in this way: tell students to imagine that the front page of tomorrow's newspaper will be covered with news that they would like to see. What will (would) some of the headlines be? What will some of the articles contain? Who will be interviewed? Allow a day for students to think about it, then discuss.

G. Practice with past tense and punctuation, including quotation marks, by assigning students to write a short article about a recent event in the life of a classmate, family member, or friend.

H. Have students select an illustrated display advertisement from the newspaper. Instruct them to write new copy to go with the illustration using several imperative verb forms.

I. Reading advice columns can be a good way to review modal auxiliaries should, ought to, have to, and must. Students can also write their own answers to letters written to the columnists. Their responses should employ modal auxiliaries. For additional structure activities, see:

Speaking: L
Listening: F
Writing: A, D,

III SPEAKING

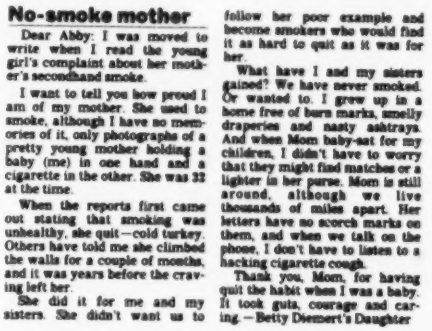
Discussion and General Speaking Activities

A. Review and discuss the different writing styles found in the newspaper. Advice columns, sports section and legal notices, for example, contain examples of varied writing styles. Why are they written in different styles? Would they be more or less effective written in a different style?

B. Have students read a comic strip daily to become familiar with various characters. Have them discuss what the characters are like, including their daily lives, their strengths, weaknesses, interests, fears, etc.

C. Have students follow a favorite comic strip. Have them imagine a new character that could be introduced to the comic, and discuss what they believe his/her role will be. What kind of character is he/she? What conflict might he/she become involved in? What are his/her problems? What does the new character add to the comic strip?

D. Examine one or two letters from the consumer advice or service column, letters to the editor and Ann Landers or "Dear Abby". Discuss the type of issues addressed. How are the columns different? How are they the same? Are they really helpful? Why do people read these columns? Do the newspapers in the students' native countries have features like these?



No-smoke mother

Dear Abby: I was moved to write when I read the young girl's complaint about her mother's secondhand smoke.

I want to tell you how proud I am of my mother. She used to smoke, although I have no memories of it, only photographs of a pretty young mother holding a baby (me) in one hand and a cigarette in the other. She was 32 at the time.

When the reports first came out stating that smoking was unhealthy, she quit—cold turkey. Others have told me she climbed the walls for a couple of months, and it was years before the craving left her.

She did it for me and my sisters. She didn't want us to follow her poor example and become smokers who would find it as hard to quit as it was for her.

What have I and my sisters gained? We have never smoked. Or wanted to. I grew up in a home free of burn marks, smelly draperies and nasty ashtrays. And when Mom baby-sat for my children, I didn't have to worry that they might find matches or a lighter in her purse. Mom is still around, although we live thousands of miles apart. Her letters have no scorch marks on them, and when we talk on the phone, I don't have to listen to a hacking cigarette cough.

Thank you, Mom, for having quit the habit when I was a baby. It took guts, courage and caring.—Betty Diemert's Daughter

E. Have students select a captionless photograph from a choice of several. Present and discuss any new vocabulary related to the photograph selected. Also present a few general photograph-related vocabulary items such as background, black and white, foreground, etc. Discuss with the class the visible elements of the photography and the inferred relationships between people, objects, and elements outside the photograph. Discuss whether the photograph provides any proof of relationships. Expand the inferencing exercise to include discussion of the professions, family situations and personalities of the people in the photograph.

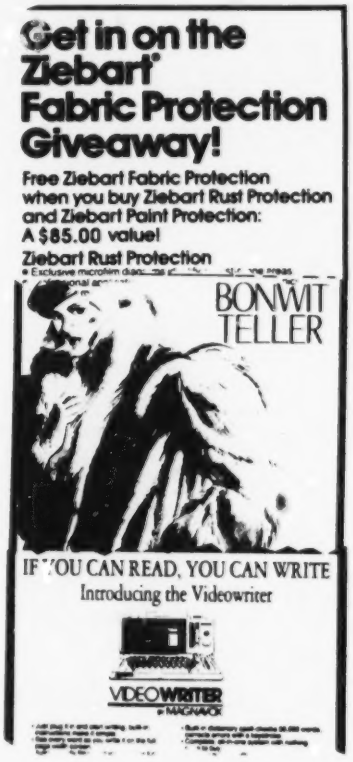
F. Have students read a variety of comic strips, then discuss different speech patterns in the various strips. Are there examples of slang, formal speech, or speech that reflects a particular social class or group? Have students read some strips aloud, with each character's part read by a different student.

G. Have students read two or more letters to the editor written about a single issue. Discuss the differences in the writers' views. Which writer was the most/least persuasive? Why?

H. Have students follow a certain story or read specific related articles over a period of two or three days. At the end of the designated period of time, cut the headlines from the articles read. Divide the class into two teams. Team members take turns randomly selecting headlines and briefly stating what the corresponding article was about.

I. During championship games of any sport reported in the newspaper, have interested students read relevant articles each day to gather information on the performances of the players involved. At the end of the championship series, a panel can be formed where students discuss and document their choices for the most valuable player award.

J. Have students examine a variety of newspaper ads and determine which persuasive device or appeal (listed below) was used. What word or phrase is used that reveals a given persuasive device or devices? What makes these devices effective? Where, other than in advertising, can these devices appear? (Political editorials, campaign speeches, etc.)
Name Calling. Negative labeling of an idea, person or object.
Glittering Generalities. Vague, virtuous-sounding labeling of ideas, people or objects.
Testimonial. An endorsement of a product or service by a person regarded as an authority.
Plain Folks. A portrayal of a product as accepted and approved of by common, ordinary people.
Card Stacking. Presentation of only those facts supporting the case of the advertiser.
Bandwagon. A suggestion by the advertiser that a product has vast public support and approval.


Get in on the Ziebart® Fabric Protection Giveaway!
Free Ziebart Fabric Protection when you buy Ziebart Rust Protection and Ziebart Paint Protection:
A $85.00 value!
Ziebart Rust Protection
BONWIT TELLER
IF YOU CAN READ, YOU CAN WRITE
Introducing the Videowriter
VIDEOWRITER

K. Have the students follow a major news story for two or three days. Have them discuss the story and predict future developments.

L. Select one or two short news items. Using slashes, break the sentences into syntactic word groups. (Students can do this to their own copies of the paper, or a segmented version of the article can be projected.) Have students take turns "speaking" sentences, one segment at a time. First, the students silently read a segment, then they look up and recite the segment aloud. They should continue until they have recited the entire sentence.

M. Grocery advertisements can serve as the basis for practicing numbers. Have students work in pairs. Allot each pair a budget of twenty dollars. Instruct them to "shop" the grocery advertisements for the ingredients for two meals for two people. What will they buy? In what quantities? How much will they spend? How much money will they have left? Will they have any grocery supplies left for the preparation of future meals?

N. Each week, assign one student the delivery of a sports news roundup of about one minute in length to the class. Scores and other information can be obtained from the daily newspaper.

O. Group students into sets of three. Each group will choose a job advertised in the want ads. One member of the group will serve as "employer", and will interview the two "applicants". Appropriate phrases and vocabulary should be introduced before the "interviews" take place. Both "employer" and "applicants" should prepare a list of relevant questions to ask each other.

P. Select a news article involving a local conflict that is of interest to the students. Have them identify the problem(s) discussed in the article. The people involved in the conflict should be identified. Have them select a person involved in the conflict that they would like to "role-play", and identify the setting for the resolution of the conflict. This could be a courtroom, a public hearing, etc. In the course of the role-play, students should attempt to infer and portray the sources and effects of the problems, and suggest means of solving them.

Q. Choose a letter from "Ann Landers" or "Dear Abby" column which presents a conflict that could easily be adapted for role-playing. A resolution based on the columnist's advice could also be worked in.

R. Have a student portray a prominent news figure to be interviewed in a mock press conference by classmates. Appropriate questions should be devised in advance.

S. Select a topic familiar to students from the editorial section of the newspaper. Divide the class into two debate teams and one panel of judges. Present vocabulary and guidelines necessary for effective debating and judging. Allow a few days for preparation before holding the debate. Students should research newspapers and magazines for material to support their point of view. Judges may keep notes on the debate to support their conclusions.

Timeless

After this weekend, the excuses go out the window. No more putting off gardening chores or walking the dog simply because it gets dark too soon. Nope, Daylight Saving Time will take care of all that, when clocks are turned ahead an hour at 2 a.m. Sunday. Sure, you'll lose an hour of sleep. But just think about all the extra daylight you'll have at day's end for the next six months. Plus, everyone gets the hour back on the last Sunday in October, when Daylight Saving Time ends.

Congress, unfortunately, is still toying with changing this sensible timing schedule, even though it has stayed basically the same for the better part of the last 20 years. Extending Daylight Saving Time earlier into April would boost sales of garden goods and increase leisure activities, some members argue. But, argue rural advocates, the routines of schoolchildren and farmers might be started in the dark if daylight starts an hour later.

What's the country to do?

Simple. Quit fussing with Daylight Saving Time. It has become accepted as a six-month on, six-month off proposition. People are used to it; they will complain whether it's changed or not. It would be better if, just this once, our representatives left something alone that seems to be working.

Stress and Intonation

T. Have students listen to a few radio or television news broadcasts to familiarize themselves with the stress and intonation patterns used by news broadcasters. Have students use the information in their newspaper and then write and deliver brief "news broadcasts" to the class, or record them in the language lab.

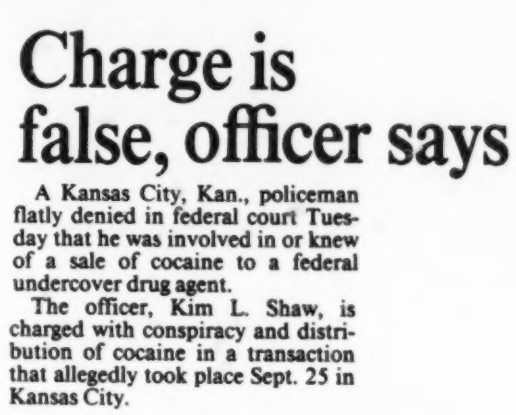
U. Have students select an advertisement from the newspaper. Have them convert the ad for broadcast on the radio. They could record the ad in the language lab for broadcast to the total class.

V. Have students select several comic strips whose dialogue between characters provides examples of a variety of intonation patterns. Have them read the different parts aloud, giving particular attention to stress and intonation. An alternative activity would be to have students write their own dialogue. Project or hand out copies of one or more strips whose dialogue has been blocked out. Have students work in groups whose sizes correspond to the number of characters in the strip(s) in question, so that each student is responsible for the dialogue of one character per strip. Have them read the new dialogue to the class.

For additional speaking activities, see:
Structure: A, C, E, F, G
Listening: E, G, I
Writing: A, B, S
Reading: B, C, D, E, F
Culture: A, B, C, D, E, F, G, H, I, J, L, M, N, O
Vocabulary: B, E

IV LISTENING COMPREHENSION

A. Select a short news article from the newspaper to read aloud to the class. Before reading, write the 5 W's and H information question words (who, what, when, where, how, why) on the blackboard. Instruct students to take notes as the article is read. They must listen for and write down the information that answers the 5 W's and H questions. The article can be read more than once, but always at a normal rate of speech. Check answers immediately.



Charge is false, officer says

A Kansas City, Kan., policeman flatly denied in federal court Tuesday that he was involved in or knew of a sale of cocaine to a federal undercover drug agent.

The officer, Kim L. Shaw, is charged with conspiracy and distribution of cocaine in a transaction that allegedly took place Sept. 25 in Kansas City.

B. Select a three or four paragraph news article that would be of interest or relevance to students. Prepare a quiz containing five or six true/false questions regarding the main points of the article. Read the article aloud one time. Have students answer the questions.

C. Select a three- or four-paragraph news article. Prepare a list of statements, some true and some false, concerning information presented in the article. Before reading the article aloud to the class, tell students what information they will need to listen for (e.g., the age of the robbery victim, or what the victim told reporters.) Students may take notes as the teacher reads the article one time at a normal rate of speech. The teacher then reads the statements; students list each statement as "true" or "false". Answers are checked.

D. Aural comprehension of numbers can be practiced by dictating a short recipe or a sports article containing statistics. Tell students what to record as the article is read and then have them present their notes orally.

E. Select a comic strip with a fair amount of dialogue. Read the comic strip aloud up to, but not including, the last frame. Have students predict what will happen next in the comic strip.

F. Write words on the blackboard that will be omitted from an article read aloud to the class. Read the article and pause at each omission. The class, divided into teams, takes turns choosing the missing word from the list. Leave large enough segments intact so that contextual clues remain.

G. Read aloud, paragraph by paragraph, letters written to advice columnists. Ask comprehension questions you have developed at the end of each paragraph. Following the reading have the class discuss what they believe the columnist's response will be.

H. Have students select and read a newspaper article that interests them. Have them give a short oral report on their article. After each report, have another student summarize what the reporting student said.

I. Show students a film or slide presentation on the production of a newspaper. Prepare students for the presentation by introducing relevant vocabulary and distributing questions that can be answered by the film or slide presentation.

For additional listening activities, see:
Structure: C,D,E,G,
Speaking: H,I,M,O,P,Q,R,S,T,
Writing: H
Culture: E,H,O

V WRITING

Rewriting, Transforming, Summarizing

A. Have students examine the main news section of their newspaper. Have them read the headlines and determine whether they are complete sentences. They could work individually or in groups to expand the incomplete sentence headlines into complete sentences.

KCK razing dilapidated structures

NATO backs plan to make nerve gas

This game is serious

B. Have students read and summarize a short article. They could share their summaries with their classmates.

C. Have the students paraphrase the lead paragraph of a news article.

D. Have students select two or three comic strips. Have them select one strip and convert the dialogue into a third person narrative style. Examples of proper use of quotation marks should be given beforehand.

E. Have students select a newspaper advertisement and identify to whom it might appeal. Have them rewrite the ad to appeal to different age and social groups.

F. Have students read one or two news stories. Have them write a summary similar to the news in review sections found in many newspapers.

G. Have students convert an "unbiased" news article into an editorial. Discuss with them the purpose of editorials and "editorializing the news."

H. Have students take notes on an article read aloud by the teacher. Have them expand their notes into a summary of the article.

Letter-Writing

I. Instruct students to scan the want-ads for a job that would interest them. Have them write a letter of inquiry about the job, ostensibly to send to the personnel director of the company. Advise students to state their interest in the position, their qualifications and where they learned about the position.

J. Have students write a letter of complaint or request for assistance for the purpose of obtaining help from a newspaper consumer assistance column. The letter can be based on a consumer problem that you believe people are having, or an actual one that the student has experienced.

K. Ask students to look in the newspaper for reporting that they believe is inaccurate, biased or unfair. Have them write letters to the editor stating their objections. Advise them to include quotes from the article in question as well as other information supporting their positions.

Friendly pats

Hurrah for George Gurley's column on not touching children in school. He is right. Not touching is wrong.

Parents have been known to say, "Do not touch my child!" But that child may be the very one who needs a teacher's kind pat or hug, because he may not get such kindness at home. Psychologists and ministers advocate so many hugs per day, but we are prohibited from doing so in our suit-happy society.

Friendly pats are important in anyone's life.

Colleen Adams

Kansas City

Compositions, Articles and Other Activities

L. Have students write a brief gossip column about celebrities with whom they are familiar. Point out phrases that can be used to indicate that a given statement may be rumor and not a fact (e.g., "sources say . . . ", "it is said . . . ", "it is rumored that . . . ").

M. Have the class write one or two paragraphs outlining their ideas of an entertaining weekend. Use the newspaper's calendar of events, entertainment section and restaurant ads.

N. Have students write a "thought for the day" similar to those that often appear on the front page of newspapers.

O. Have students write an article for the society page about a social event (e.g., party, dinner, outing) that they recently attended. Information concerning the location and time of the event, people attending and activities enjoyed should be included.

P. Have students read movie or concert reviews in their newspaper and write a critical review of a movie or concert they have attended. They should be able to support the opinions they express in the review.

Q. Have students write a news story on one or more events that have actually happened to them. They should write a headline for their story.

R. Have students develop an appealing display ad for an item that nobody would really want.

S. Have students read one or two features about different parts of the world in the Sunday travel section of the newspaper. Direct students to write a short feature describing an interesting town or region in their native countries. Descriptions of the climate, terrain and tourist attractions should be included, as should information about the cost and types of food and lodging. If some of the information is not known, students should be free to make it up. These "feature stories" can serve as the basis for oral reports, as well.

It's a Disney world, after all

Mickey Mouse, Americana reign in Tokyo park

By Clyde Haberman

© 1986 New York Times News Service

Tokyo—When it comes to Mickey Mouse in Japan, Joe Louis had it right: You can run, but you can't hide.

Mickey is everywhere. He is on their sandals, robes and futons. He is splashed all over lunch pails and shopping bags, across book covers and T-shirts.

A Tokyo clothing store for children recently figured correctly that it could cash in on the word association by calling itself Miki House.

It is no surprise that Mickey ...ouse's premier showcase, Dis... has ... root ...pan, as ... ...nese like ...

This sometimes produces bemused looks from the customers, most of whom, it is safe to say, have no idea what a jamboree is. But the people at Disneyland say, that's just the way the Japanese owner, a company called Oriental Land, wanted it. The idea was to replicate the American experience, they say.

It probably makes sense, judging from Mickey Mouse's ubiquity and from the millions of Japanese who have visited the original Disneyland in Anaheim, Calif.

Still, an occasional eyebrow has been arched about how resolutely American the park is. On a daylong excursion to a place such ...

although my memory is that California's was also clean enough to squeak.

Here and there, the rides are slightly different. There is no Matterhorn in Japan. The heart-stopping roller coaster in Space Mountain. Whatever the name, the effect is the same: one hour of standing in line followed by three minutes of unbridled terror.

Labor relations are hardly the same. Unlike the situation in America, Goofy has yet to be spotted walking a picket line in Urayasu.

Japanese seem to home in on the clearly identifiable Disney characters, paying le... ...ttentio... to other a... ...ome ...

T. Have students read the classified ads and then write an ad for something they would like to sell.

For additional writing activities see:
Structure: A,B,G,H,I,
Speaking: A,O,R,S,T,U,V
Listening: D,I,
Reading: L,N,
Vocabulary: B,D,F,

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VI READING

Critical Reading and Inference

A. Have the class read an editorial. Follow up with inference questions such as "for whom is this item intended?" or "will this editorial influence the opinions of the people who read it?"

B. Have students read an editorial and underline the facts in one color of ink and the opinions in another. Have them compare and discuss their findings.

C. Have students read two newspapers' reviews (or a newspaper and a periodical's review) of the same movie or play. Compare and discuss which one provides more effective support of the opinions expressed. Which review is more positive?

D. Have students read a variety of editorials and letters to the editor. Have them determine whether their major purpose is to inform, entertain, explain or influence.

E. Have students read a variety of editorials. Have them identify the major premise of the different editorials and discuss whether there are missing facts and if the conclusions can be supported by the facts given.

F. Have students determine which parts of the paper could be classified as either fact or opinion, or both. Have them consider advertisements, editorials, announcements etc.

SEAFOOD INFORMATION HOTLINE
"Keys to Seafood Quality"

The Seafood Information Hotline
(816) 333-FISH

G. Choose an article of at least one hundred words. Leave the first one or two sentences intact, then delete every fifth or eighth word. Recopy the article making each blank the same length. Hand out copies and have students fill in the blank spaces. Compare with the original version. This activity may be done individually or in pairs.

H. Collect a number of news articles or editorials. Separate the headlines and distribute them to the students. Have the students predict five key words that, based on the headline, they would expect to see in the article. Give them the article that relates to their headline. Have them determine if their predictions were correct. They should also identify and define any unfamiliar words in their article.

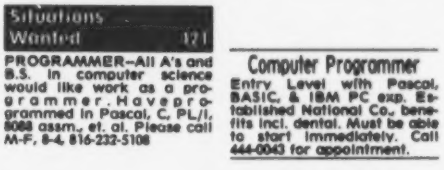
Skimming and Scanning

I. Select several short articles from the newspaper. Write four paraphrases of the main idea from each article; one should be accurate, and the other three somewhat inaccurate. Have students skim each article and identify the paraphrase that best represents the main idea.

J. Have students select a short news article in their newspaper and number each line of the story. Develop a few questions concerning specific details from the story. Have them scan the article and identify the line numbers in which each detail is found.

K. Have the students select an interesting news item. Have them silently read the first paragraph, the first sentence of subsequent paragraphs, and the last paragraph. The student should write down short answers to the six information questions (who, what, when, where, why, how).

L. Have students examine the classified ads and match job openings "help wanted" ads with appropriate "situation wanted" ads.


Situations Wanted 121

PROGRAMMER–All A's and B.S. in computer science would like work as a programmer. Have programmed in Pascal, C, PL/I, 8088 assm., et. al. Please call M-F, 8-4, 816-232-5108

Computer Programmer
Entry Level with Pascal, BASIC, & IBM PC exp. Established National Co., benefits incl. dental. Must be able to start immediately. Call 444-0043 for appointment.

General Comprehension

M. Distribute or project a comic strip which has had the dialogue removed. Give the content of the "balloons" out of sequence and have the students arrange it sequentially.

The Ryatts
MY FRIEND TONY DECIDED TO JOIN THE AIR FORCE!..
AND IT'S HIS DAD'S FAULT!
HE WOULDN'T TRUST TONY WITH THEIR 10-THOUSAND-DOLLAR FAMILY CAR...
SO HE'S GOING TO LEARN TO FLY ONE OF THOSE 10-MILLION-DOLLAR PLANES!

N. Show students examples of "definition", "example" and "explanation" as they support the main idea expressed in various articles. Select an article which has two or more examples of the above and have student locate and identify them.

O. Choose an article where content is arranged in a sequential or logical order. Cut the paragraphs apart and attach them to a sheet of paper in random order. Make copies for each student. Have the students read the copy and number the paragraphs sequentially. Compare the results with the actual article.

P. Collect continuing series (serial) comic strips for a period of a couple of weeks. Have the students arrange the strips in sequential order.

For additional reading activities, see:
Structure: A,B,C,I
Speaking: A,B,C,D,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V
Writing: A,B,C,D,E,F,G,H,I,J,K,L,M,N
Vocabulary: A,B,C,D

BEST COPY AVAILABLE

Coping

A. Have students read the consumer assistance column. Discuss the most interesting letters. Determine whether the consumer received satisfaction. If not, discuss other steps that might be taken to resolve the problem. Discuss the value of a consumer assistance column.

At your service

Q I bought a mandolin at a music store in Kansas City in 1939. It had the name National on it and the body was made of metal. I still have it and I would like to know where I can get parts.—J.D., Kansas City, Kan.

A George's Music Service, 8101 N. Oak Trafficway, said it had a supplier for National mandolin parts. The repair shop would be glad to look at your instrument and give you an estimate.

B. Have students collect feature articles on consumer issues. Have them read the articles and discuss ways that the information in the articles can be of benefit to them.

C. Have students read a sampling of letters to the editor. Have them discuss whether letters can have an impact on business, the press or government. Who writes the letters? Why don't more people write letters to the editor?

D. Have students discuss the idea of career change. Have them analyze why it is common in the U.S. Have students find examples in the want ads of jobs that may be obsolete in ten or twenty years.

E. Watch the business or national news section of the newspaper for reports of strikes or company disputes. Select and follow a conflict and discuss new developments. Have students debate issues in question, with some students representing the views of management and some of labor. Or conduct a role-play in which students reenact a bargaining-table meeting between labor and management. This activity should ultimately lead to a discussion about conflict between individuals in the workplace. Relevant vocabulary and phrases should be introduced so that working students will know how to ask for clarification of instructions, respond to praise or criticism, etc.

F. Use feature articles on housing, health care and employment as the basis for discussion about problems and problem-solving strategies that might be helpful to students.

G. Tell students to assume that they have two thousand dollars with which to purchase a used car. Have them choose their cars from the classified automobile ads. They should be prepared to discuss the criteria they considered in making their decision.

H. Have students locate examples of potentially misleading advertising in the newspaper. Identify various hard sell tactics which may confuse or mislead consumers. Expand the treatment of this topic to include a role-play of a high-pressure sales situation. Present a variety of helpful phrases students should know to ward off high-pressure salespeople, such as "I'm just looking" and "I'm not interested in buying right now." What are some phrases or tactics a salesperson might use.?

American Life

I. As major American holidays approach, have students read and discuss the feature articles about the holidays that appear in the newspaper. How do American celebrations compare with those observed in the students' native countries?

J. Themes that appear frequently in the comics include marriage, dating, fitness, family life, eating, shopping, work, government and recreation. Discuss how some examples reflect the American perspective. How do the views or habits depicted differ from those common in the students' native countries? Are there similarities?

K. Have students who are interested in sports read the sports section, or parts of it, and compile phrases and vocabulary pertaining to particular sports.

L. Have students follow a humorous columnist, such as Art Buchwald or Erma Bombeck, for a period of a week or so. What topics do they address? Why do Americans like to laugh about these topics? Is there an underlying serious theme? Would such a column be popular in the students' native countries?

M. Have students examine several of the larger movie advertisements. What does the ad suggest the movie will be about? Why should Americans find these ads appealing? What ads would be most appealing to different age groups?

N. Have students examine a single-panel, non-political cartoon. Have them discuss the situation. Who is the speaker? The listener? What is the setting? Is the meaning of the dialogue clear? Have them determine what incongruity is depicted that an American would find humorous. Is there an element of cultural anxiety?

"Here he comes . . . remember, you whine and I'll cry!"

O. Personal advice columns can function as vehicles for learning about American culture. Read aloud, or have the students read, some letters and responses. What generalizations can be made about subjects that concern Americans?

For additional culture activities, see:
Speaking: F,I,J,O,P
Writing: M

VIII VOCABULARY

A. Have students select headlines with strong verbs or adjectives. Ask them to provide synonyms. Use the thesaurus if necessary.

B. Discuss denotation and connotation with students. Have them select headlines which contain connotative words and rewrite them in a way which diminishes the emotional impact.

C. Have students work in small groups on the newspaper crossword puzzle or word jumble.

JUNIOR JUMBLE

—that scrambled word game for kids!®

by HENRI ARNOLD and BOB LEE

The letters of these crazy words are all mixed up. To play the game, put them back into the right order so that they make real words you can find in your dictionary. Write the letters of each real word under each crazy word, but only one letter to a square.

DRI

SEMS

FALG

TENB

IF YOU STOOD WITH YOUR BACK TO THE NORTH AND FACED SOUTH, WHAT WOULD BE ON YOUR LEFT HAND?

Color me

You are now ready to solve today's Junior Jumble. Study the picture for a hint. Then play around with the letters in the circles. You'll find you can put them in order so that they make your funny answer.

Print answer here: "_____"

D. Have students scan two or three articles for synonyms for the word said. Have students rewrite the sentences in which said is used, replacing it with an appropriate synonym.

E. Have students read the comic strips and identify examples of figurative language idioms and colloquial expressions. They should discuss their examples.

F. Have students find examples of transition words (e.g., however, nevertheless) in news stories. Have students rewrite the sentences using synonyms for transition words.

G. Using advertisements for television sets, washing machines, stereos, etc., have students identify the descriptive words or phrases that encourage consumers to buy those products.

H. Develop crossword puzzles or word jumbles based on previously introduced vocabulary as a means of review.

I. Have students write descriptions of comic strip characters. Have them read their descriptions aloud and have their classmates guess the character being described. The activity could be repeated by using familiar celebrities from the news.

All Purpose
Gold
Medal
Flour
5-Lb. Bag
(Limit 1
Per Family)
69¢

All Temperature
Purex Laundry
Detergent
42 Oz. Box
(Limit 2 Per
Family)
99¢

J. Have students create a journal of words of measurement, i.e. ounce, cup, gallon, acre, mile and so on, grouping by category. Opposite each measurement the student should write the approximate metric equivalent and the primary language word closest in meaning.

Ass't. Flavors Zarda

Ice Cream
½ Gal.
Sqrs.
(Mix or Match
Limit 3 Per Family)
99¢

For additional vocabulary activities, see:
Structure: E
Speaking: E,J,O,S
Listening: F,G,I
Writing: B,D,E,L
Reading: G,H,
Culture: E,H,K